





SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

- Lessons from the Field -

AmeriCorps + High Impact Tutoring = Student Success

MAY 4, 2022 3:00 - 4:30 PM ET



NCSSLE Website

HTTPS://SAFESUPPORTIVELEARNING.ED.GOV







ED School Climate Surveys



Trauma-Sensitive **Schools Training** Package



Building Student Resilience Toolkit



Human Trafficking in America's Schools



Higher Education Learning Environment



Supporting Trauma Recovery

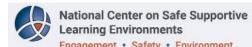


Promoting Mental Health



Responding to Covid-19

To access information and archived materials from previous Lessons from the Field webinars, go to: https://safesupportivelearning.ed.gov/lessons-field-webinarseries



Engagement • Safety • Environment

SCHOOL CLIMATE IMPROVEMENT -

TOPICS -

EVENTS -RESOURCES - TA SERVICES +

STATE PROFILES

About











FEATURED EVENTS







VIEW ALL EVENTS

FEATURED RESOURCES

spects of Home Visits on Students in

Education Secretary, HHS Secretary Announce Joint Effort to Develop and Share Resources to Ensure Children Have Access to School-Based Health Services

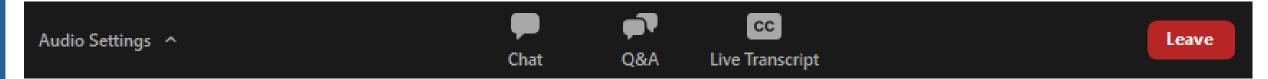
Describes the launch of a jointdepartment effort to expand school-





Logistics

Zoom Control Panel



Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at srabinovsky@air.org.

This webinar is being recorded and will be archived at the following location:

https://safesupportivelearning.ed.gov/events/webinar/lessons-field-americorps-high-impact-tutoring-student-success

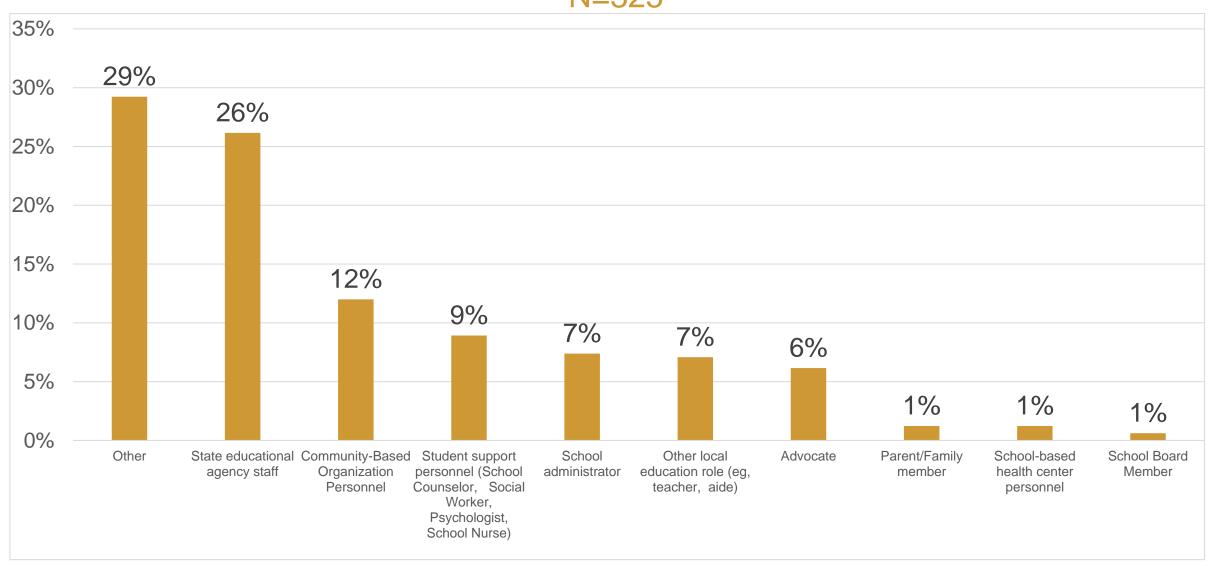


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Select the option that best describes your role.

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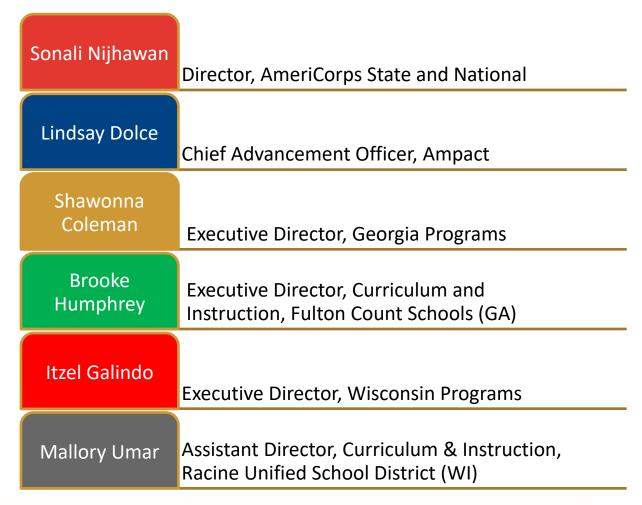
Agenda

- 1) Introduction and Logistics
- U.S. Department of Education Welcome: Ruth Ryder
- 3 Now AmeriCorps Can Support High Impact Tutoring that Addresses Learning Loss: Mary Hyde
- Round Table 1: AmeriCorps Seniors, Atalaya Sergi
- 5) Round Table 2: AmeriCorps Spotlights, Sonali Nijhawan
- 6 Summary and Reflections
- 7 Closing Remarks



Speakers

Ruth Ryder Deputy Assistant Secretary, US Department of Education Mary Hyde Director, Office of Research and Evaluation, AmeriCorps Atalaya Sergi Director, AmeriCorps Seniors Elizabeth CVA, National Director, Tutoring Partnerships Pawloski and Expansion, OASIS Jason Sefrit Superintendent, City of St. Charles School District (MO)



Bios for the speakers are archived at the following location:

https://safesupportivelearning.ed.gov/events/webinar/lessons-field-americorps-high-impact-tutoring-student-success







SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE



Ruth Ryder

DEPUTY ASSISTANT SECRETARY, U.S. DEPARTMENT OF EDUCATION

AmeriCorps Office of Research & Evaluation

Mary M. Hyde, Director





Evidence Based

Evidence Informed

Stage 1: Identify a promising program design Stage 2: Ensure effective implementation Stage 3:
Assess program
outcomes

Stage 4:
Obtain
evidence of
positive
program
outcomes

Stage 5:
Attain causal
evidence of
positive
program
outcomes

SCALER Tool

AmeriCorps Evidence Exchange

Evaluation Assessment Tool

Organizational Capacity
Assessment Tool

National Service Evidence Continuum

AmeriCorps Seniors

Atalaya Sergi, Director





Foster Grandparent Program (FGP)

The Foster Grandparent program offers modest stipends to eligible volunteers to help offset the costs of volunteering. Other benefits include training and insurance.

The Foster Grandparent Program is an intergenerational program that connects older adults with children and youth.

FGP volunteers' mentor and guide children and youth to higher academic achievement and social emotional development. They help them succeed through one-on-one tutoring and/or mentorship.

AmeriCorps Seniors volunteers who serve in FGP provide consistent support from a caring adult giving children the tools they need for success in academics and life.



RSVP

Through this program, AmeriCorps Seniors volunteers address critical community needs. Volunteers use the skills and talents they have learned and the social networks they have developed over their lifetime, to serve their community.

RSVP members engage in tutoring and mentoring students of all ages, food security, navigating benefits, supporting veterans and military families, and disaster support - amongst a host of other service opportunities determined at the local level.

Volunteers do not receive a stipend, but may be reimbursed for meals, mileage, and other costs related to their service.



AmeriCorps Seniors

1,100 Grantees49% Education Focused140,000+ Children Mentored & Tutored

Foster Grandparents

Children & Youth

100% Education

5-40 hours/week

RSVP

Community Priorities

12% Education

2-3 hours/week









AmeriCorps + High Impact Tutoring = Student Success

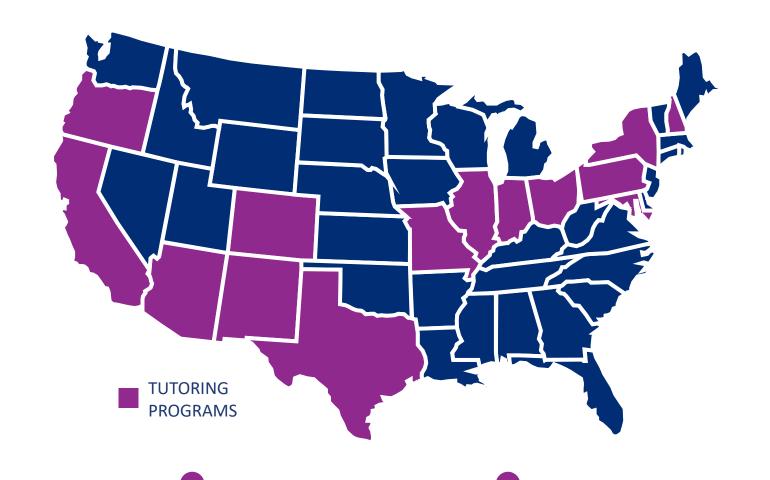




IN-SCHOOL VOLUNTEER PROGRAM that PAIRS OLDER ADULTS WITH STUDENTS in K-3 to work one-on-one as their tutors, mentors and FRIENDS.

Oasis tutors use a six-step approach to literacy that emphasizes IMPROVED READING, speaking, listening and writing.





Since 1989, Over **485,000** children have been paired with an Oasis Tutor.

Expanded to 14 states, over 4,000 Oasis tutors are helping students prepare for a future of success.

In 2014, Oasis received its first **AmeriCorps Seniors**Grant to enhance the tutoring program in St.
Louis.

In **2020** during **COVID-19** pivoted to virtual/Postal Pals program to allow tutors to keep serving students.

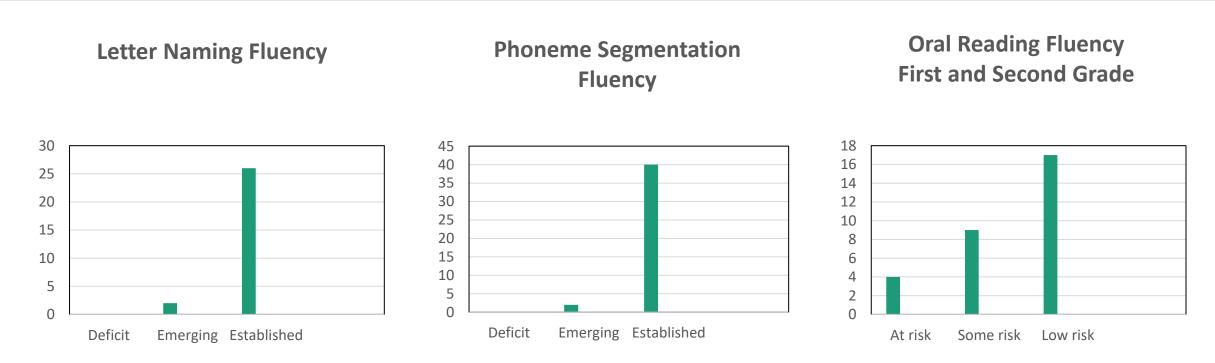


Oasis tutors participate in an in-depth training where they learn activities, techniques, and strategies to help children learn to read. These methods are based on sound research and designed to complement and support reading programs utilized in elementary schools. The emphasis for these activities is based on the whole range of communication skills-listening, talking, reading, and writing-all necessary to develop language, expand background knowledge and build reading skills.

The Oasis Intergenerational Tutoring Program curriculum is considered **Research-Based** (or **Evidence-Informed)** based on current education theories and best practices.

Young Students Benefit from Oasis High Impact Tutoring Model

Summary: Children who had the benefit of an Oasis tutor posted increased reading competencies over time, as measured by Dynamic Indicators for Basic Early Literacy Skills (DIBELS) in kindergarten, first grade and second grade. Oasis tutors make a positive impact in the development of proficient readers.



Oasis Intergenerational Tutoring Program: Young Students Benefit from the Oasis High Impact Tutoring Model Washington University, Deborah Holmes, PhD, St. Louis, Missouri (2011)

A Study of Students' Reading Achievement

Summary: Oasis tutors are providing valuable support for struggling students. Test scores demonstrate that 95 percent of students who worked with an Oasis tutor improved their reading skill. Almost two-thirds of the students progressed at a rate that is considered accelerated beyond the normal classroom experience.

Key findings:

95% of students working with Oasis tutors showed improvement in reading achievement

of the students increased their scores by one year, a rate that is considered accelerated beyond the normal classroom experience

Older Adults' Attitudes Toward Virtual Volunteering During the COVID-19 Pandemic

Peter C. Sun 10, Nancy Morrow-Howell , Elizabeth Pawloski²,

and Alexander Helbach³

Abstract
This study explored older adults' technology use patterns and attitudes toward virtual volunteering during the COVID-19
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This study explored older adults' technology u This study explored older adults' technology use patterns and attitudes toward virtual volunteering during the COVID-19 pandemic A 22-item survey was administered to 229 volunteers in the St. Louis region who tutor children through the Oasis and the Covid of the St. Louis region who tutor children through the Oasis and Covid of the St. Louis region who tutor children through the Oasis and Covid of the St. Louis region who tutor children through the Oasis and Covid of the Oasis of t pandemic. A 22-item survey was administered to 229 volunteers in the St. Louis region who tutor children through the Oasis Intergenerational Tutoring program. Although most respondents are familiar with technology and expressed that they are likely to volunteer virtually, their responses varied significantly by age, education, sender, income, and school districts. Some Intergenerational Tutoring program. Although most respondents are familiar with technology and expressed that they are likely to volunteer virtually, their responses varied significantly by age, education, gender, income, and school districts. Some tikely to volunteer virtually, their responses varied significantly by age, education, gender, income, and school districts. Some tikely to volunteering virtually, their responses varied significantly by age, education, gender, income, and school districts. likely to volunteer virtually, their responses varied significantly by age, education, gender, income, and school districts. Some utors expressed that virtual volunteering may eliminate barriers to in-person volunteering, while others were concerned utors expressed that virtual volunteering may eliminate barriers to in-person volunteering, while others were concerned utors expressed that virtual volunteering may eliminate barriers to in-person volunteering, while others have concerned to the virtual volunteering and virtual volunteering may be required to the virtual volunteering and virtual volunteering with environmental virtual volunteering and virtual volunteering virtually. tutors expressed that virtual volunteering may eliminate barriers to in-person volunteering, while others were concerned with establishing a personal connection with students online. These findings suggest that tutors anticipate both benefits and wholloned with virtual volunteering and that efforts to engage older adults during the pandemic should factor in prior use of with establishing a personal connection with students online. These findings suggest that tutors anticipate both benefits and challenges with virtual volunteering and that efforts to engage older adults during the pandemic should factor in prior use of technology and ensure that different subground are not marginalized. chainings with virtual younneering and that enterior to engage under a technology and ensure that different subgroups are not marginalized.

Neyworus technology, volunteerism & civic engagement, intergenerational relations

Volunteering is an important activity in the lives of many older adults, but many volunteer opportunities have disappeared with the COVID-19 pandemic (Seddighi et al., 2020). Stay-at-home orders and changes in operations for social services and other orucis and cuanges in operations on account any or the in-person volunteer nonproms have mean use many or up in person seaments roles filled by older adults are no longer active or older adults. are concerned about continuing participation. This leaves a gap both in the lives of older adults and within the organizations Yolunteer assistance to achieve their mission.

divide exists, in which older adults are less likely to access digital technologies than younger people (Seifert et al., 2020). Little research exists on older adults' attitudes toward vir-

tual volunteering when traditional forms of engagement are severely limited and volunteers are asked to switch to online platforms. To address this gap, this research surveyed current tutors with the Oasis Intergenerational Tutoring program, which pairs older volunteers with elementary children in Grades K-3, Oasis is a national nonprofit organization dedicated to promoting healthy aging. Its tutoring program has been in operation since 1989 and more than 100,000 Oasis volunters have tutored over 444,000 children across the United States. Benefits to both older volunteers and students United States, Deficites to both other volunteers and student have been documented in intergenerational lutoring program.

volunteering may also be empowering to individuals s not able to commit to in-person volunteering because of psy-Adordand on the Adordand Annual Control of the Adordand on the Manatschal, 2018). At the same time, an age-based digital



Exploring funding sources for future research



Building partnership with University for evaluation

Past Research:

- Impact of tutoring on the reading achievement and attitude of first, second and third graders. Maryville University, Dan Rocchio, Ed. D. and Dean Sam Hausfather, Ph. D (2014)
- Oasis Intergenerational Tutoring Program: Young Students Benefit from the Oasis High Impact Tutoring Model. Washington University, Deborah Homes, Ph.D., St. Louis, Missouri (2011)
- Improvement in Reading Scores of Students Working with OASIS Tutors: A Study of Students' Reading Achievement. Maryville University, Judith Kamper, Ed.D. (2006)

School Partnership





Jason T. Sefrit, Ed.D.
Superintendent
City of St. Charles School District
St. Charles, Missouri

"Oasis Tutoring is not just a program that is nice to have in our district but is essential to the success of our students."









Jason Sefrit @drsefrit · 3/17/22 It was wonderful to have all of our OASIS tutors back in the building yesterday for a gathering and PD. We love our OASIS tutors!

#scsdBEST





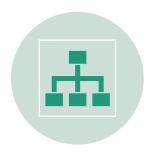
MEASURING STUDENT PERFORMANCE

Benchmark Guided Reading Levels (Fountas and Pinnell)



GRADE LEVEL	NUMBER OF STUDENTS	PERCENT SHOWING IMPROVEMENT	AVERAGE INCREASE IN GUIDED READING LEVELS
Kindergarten	30	96%	3.1
1st Grade	25	100%	5.2
2nd Grade	27	100%	3.1
3rd Grade	22	100%	2.5
4th & 5th Grades	10	90%	2.5

Lessons Learned Oasis/School Partnership



PUTTING THE RIGHT STRUCTURE IN PLACE



TRAINING OF AMERICORPS SENIORS TUTORS



EVALUATION



COMMUNICATION

AmeriCorps State and National

Sonali Nijhawan, Director





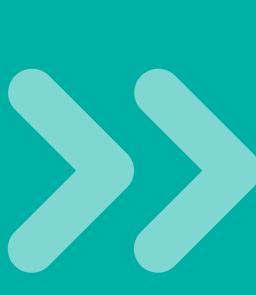




Put Your Passion in

ACTION





NOITOA !

Lindsay Dolce, Chief Advancement Officer





OUR VISION:

A future where all children are proficient readers by the end of 3rd grade and algebra-ready by the end of 8th grade.

Meeting Milestones







Math by 8th Grade

Reading by 3rd Grade

Foundation for Growth





Research Proven Interventions



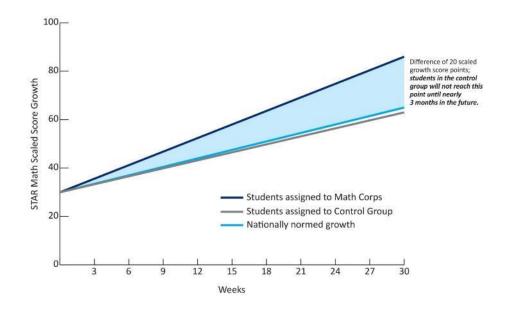
Reading Corps & Math Corps students make greater gains and get on track faster!

- Students who receive Reading Corps make more than a year's progress during a single school year!
 - 99% made growth on important literacy skills PreK
 - Kindergarten Reading Corps students grew 2x faster than target
 - 77% of K-3 students exceeded target growth
- Results replicated in multiple states



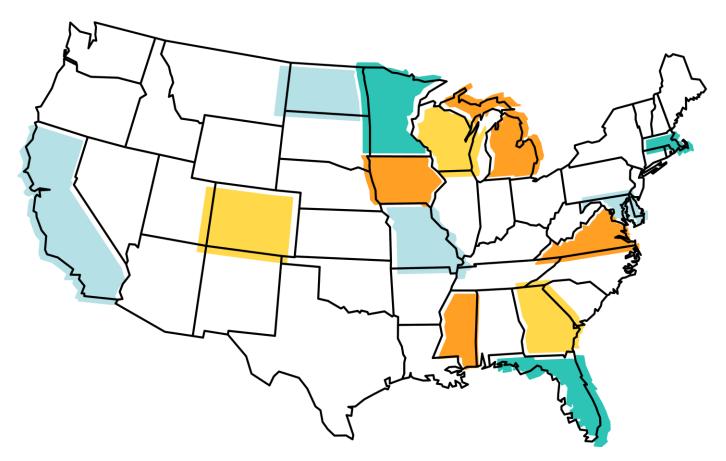
Math Corps Accelerates Student Success

- Math Corps students were 2x more likely to achieve math fact fluency and 2x more likely to meet end-of-year math benchmarks!
- At the end of the study, Math Corps students were 2-3 months ahead of their expected trajectory.





Programs Are in High Demand



THE STATES

2,000 TUTORS SERVING

50,000 STUDENTS ANNUALLY









Early Learning Corps: Supports Age 3 to Kindergarten

PRE-K SETTINGS

- Tutors are embedded in classroom and collaborate with teaching team
- Spend their days helping children talk, read, write, sing and play in order to develop early literacy skills and get ready for Kindergarten.



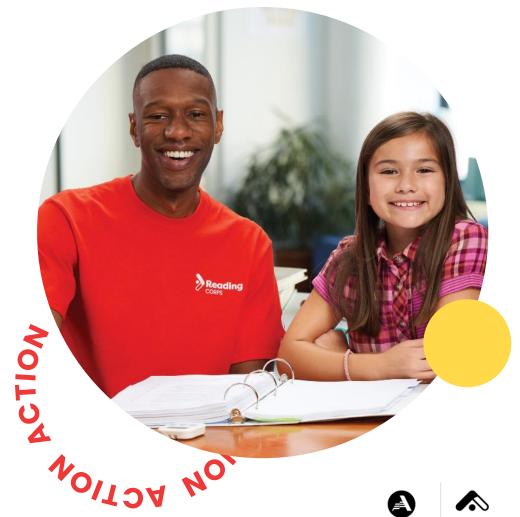


Reading Corps: Supports Kindergarten to Grade 3 Students

K - GRADE 3 SETTINGS

- Tutor provides one-on-one,
 20-minute tutoring sessions
 throughout the day
- Caseload up to 15 students
- Help students build foundational reading skills





Math Corps: Supports Kindergarten – 8th Grade

KINDERGARTEN – 3RD GRADE & 4TH – 8TH GRADES

- Tutor provides tutoring to pairs of students throughout the day
- Students receive 90 minutes of tutoring each week
- Help students build foundational math skills





Who is a Good Fit to Tutor?

- Recent grads
- Individuals taking a gap year
- People interested in careers in education



- Parents returning to the workforce
- Career changers and folks looking to gain experience
- Retirees seeking passion project or way to give back





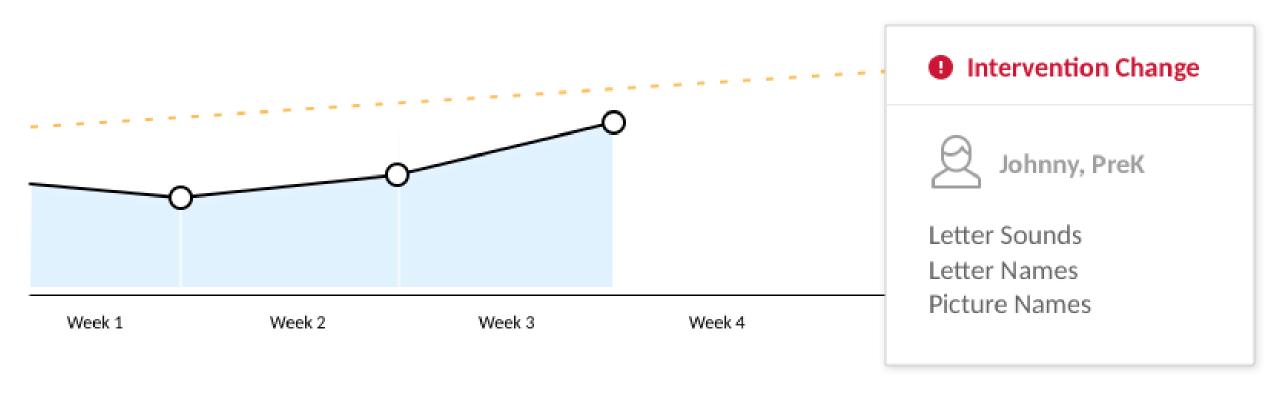
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Expert Training & Coaching



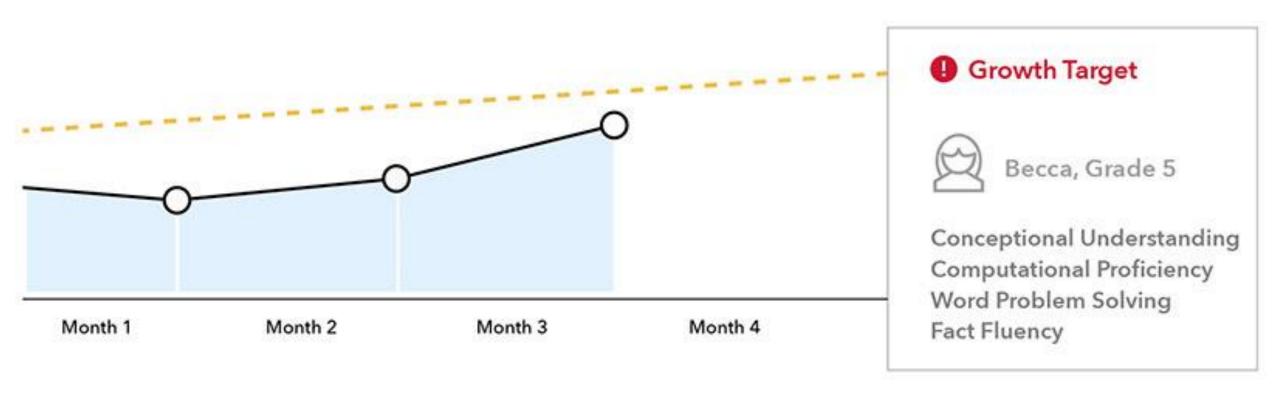
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Measurable Progress You Can See



4

Measurable Progress You Can See

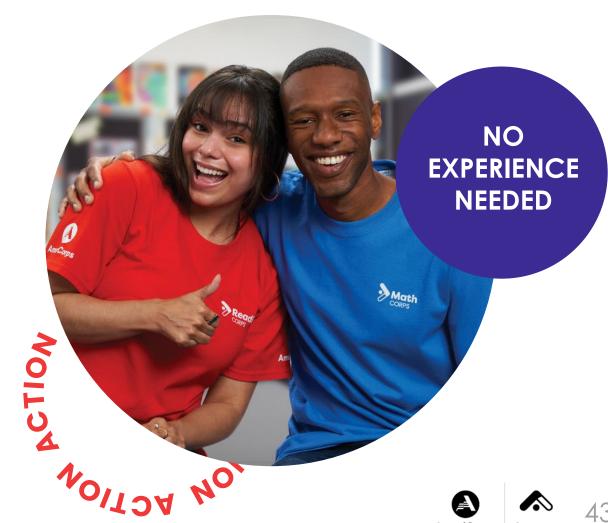




Who Can Be a Tutor?

MINIMUM REQUIREMENTS

- Speak, read, and write English fluently
- 18 or older with high school diploma or equivalent
- Citizen, national, or lawful permanent resident alien of the United States



What Is The Commitment?



SCHOOL YEAR



SCHOOL DAYS



35 or 25 HOURS A WEEK

Perks Package For Tutors

EDUCATION AWARD FOR TUITION OR STUDENT LOANS

FT: \$4,546

PT: \$3,247

*Tutors 55+ can transfer the education award to their child, step-child, grandchild, or foster child.



Perks Package For Tutors



Health insurance (FT)



Student loan forbearance, interest repayment for federal loans



Childcare assistance (FT)



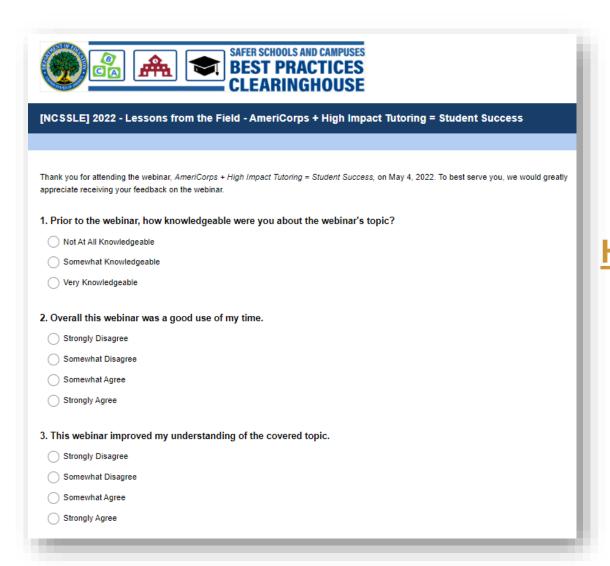
Training and professional development

National Impact – 2020-21





Feedback Form



HTTPS://WWW.SURVEYMONKEY.COM /R/LFTF_SESSION23



Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website

https://safesupportivelearning.ed.gov

Best Practices Clearinghouse

https://bestpracticesclearinghouse.ed.gov/

Next Lessons from the Field Webinar: May 18, 2022